



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9400 East Esmond Loop, Tucson, AZ 85747

Vail Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Highly Performing
2002-03 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Deborah Katherine Frazelle
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-5
2005 Enrollment : 791
Web Address : dwe.vail.k12.az.us/
Phone Number : (520) 762-2300
Fax Number : (520) 574-1564
E-mail : frazelled@vail.k12.az.us

Mission

It is the mission of Desert Willow to create lifelong learners by promoting high academic standards, respect for one's self and others, cooperation and personal responsibility within a safe and caring environment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Promote growth in math through daily instruction aligned to the AZ Academic Standards and Vail School District curriculum. Implement tutoring programs, daily reteach model, family math curriculum nights, and the Accelerated Math Program.
- ü Promote growth in reading through daily instruction aligned to the AZ Academic Standards and Vail School District curriculum. Implement flexible ability grouping, tutoring programs, family reading curriculum nights, and Accelerated Reader Program.
- ü Promote student growth in writing and language arts through instruction in the Six Traits of Writing process as well as AZ Academic Standards and Vail School District curriculum. Implement 'Come On Into Language' specialty class.

Enrollment

October 1, 2004 School Year Student Enrollment : 786
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 37

Desert Willow Elementary School

Instructional Programs

- ü Curriculum Based Measurement
- ü Standards Based Instruction
- ü Flexible Ability Math and Reading Groups
- ü Saxon Math Program
- ü Accelerated Reader Program
- ü Accelerated Math Program
- ü Reteach and Remediation
- ü Headsprout and STAR Literacy Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is our responsibility to provide parents with a safe and nurturing school community where their children can obtain a quality education. We provide learning beyond the classroom, upholding traditional values and responsibility to the community.

Parents

It is the parents' responsibility to work in partnership with the school to ensure their child's regular attendance and to support school policies regarding code of conduct, homework, dress code and for maintaining communication with the school.

Transportation Policy

Regular school bus transportation is provided to students with disabilities requiring transportation and for all students who live outside a one-mile radius of the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Golden Bell Recipient	1999
ü North Central Association Accreditation	2000
ü 1st Place Southern AZ Reg. Science and Engineering Fair	2003
ü Exceptional Educator of the Year Natl Ctr for Disability	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	513	79306	100	100	99	482	472	445	2	4	10	3	8	18	52	48	51	44	40	20
All Students (Prior Year)	117	429	75509	100	99	100	567	545	521	2	5	13	9	18	23	24	30	33	65	47	31
Female	69	261	38691	100	100	99	488	470	446	0	4	10	3	8	18	43	48	52	53	39	20
Male	60	252	40583	100	100	99	476	474	445	4	3	11	2	8	18	61	48	50	34	41	21
African American	NC	27	4041	NC	96	99	NC	469	426	NC	5	17	NC	10	23	NC	43	50	NC	43	10
Hispanic	30	112	32869	100	100	99	453	458	429	7	10	15	11	14	25	46	44	51	36	32	10
Asian/Pacific Islander	NC	18	1935	NC	100	99	NC	487	474	NC	0	3	NC	18	9	NC	24	48	NC	59	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	84	347	36197	100	100	99	491	476	463	0	2	5	0	5	11	56	51	53	44	42	31
Students with Disabilities	12	69	10321	100	100	100	423	413	389	8	18	30	17	14	27	42	45	34	33	23	9
Students without Disabilities	117	445	69060	100	100	98	489	482	454	1	2	7	1	7	17	53	48	54	45	43	22
Limited English Proficient Students	NC	19	15509	NC	100	100	NC	329	406	NC	20	20	NC	25	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	129	513	39966	100	100	100	482	472	459	2	4	6	3	8	12	52	48	52	44	40	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	513	79395	100	0	99	482	469	446	2	4	9	9	12	25	63	62	55	27	22	11
All Students (Prior Year)	118	430	75492	100	99	100	543	535	519	2	5	12	8	11	16	43	46	47	47	38	24
Female	69	261	38743	100	0	100	486	472	451	0	3	7	5	11	24	65	63	57	30	23	12
Male	60	252	40618	100	0	99	477	467	440	4	4	11	13	14	27	61	61	53	23	20	9
African American	NC	27	4052	NC	0	100	NC	481	434	NC	5	11	NC	5	29	NC	76	54	NC	14	6
Hispanic	30	112	32915	100	0	99	455	454	426	4	7	15	14	15	35	68	65	47	14	13	4
Asian/Pacific Islander	NC	18	1936	NC	0	99	NC	475	468	NC	0	3	NC	24	14	NC	47	63	NC	29	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	84	347	36221	100	0	99	489	473	465	1	3	4	7	11	15	61	61	63	31	25	17
Students with Disabilities	12	69	10331	100	0	100	404	407	388	8	14	25	42	29	37	42	49	34	8	8	4
Students without Disabilities	117	445	69139	100	0	99	491	480	454	1	2	7	5	9	24	65	65	58	29	24	11
Limited English Proficient Students	NC	19	15545	NC	0	100	NC	322	399	NC	15	21	NC	25	42	NC	60	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	129	513	39986	100	0	100	482	469	461	2	4	4	9	12	16	63	62	63	27	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	512	78869	100	100	99	479	464	442	2	3	6	9	16	21	63	62	63	26	19	10
All Students (Prior Year)	118	429	75053	100	99	99	671	607	597	3	8	7	5	9	12	72	73	72	21	11	9
Female	69	261	38536	100	100	99	485	479	458	3	2	4	7	10	15	53	63	67	37	25	14
Male	60	251	40302	100	100	99	472	449	428	0	4	8	13	21	26	73	61	60	14	13	7
African American	NC	27	4015	NC	96	99	NC	483	430	NC	0	8	NC	10	24	NC	71	61	NC	19	7
Hispanic	30	112	32606	100	100	98	447	450	426	4	5	8	18	21	27	64	58	60	14	16	5
Asian/Pacific Islander	NC	18	1925	NC	100	99	NC	491	471	NC	0	3	NC	18	11	NC	41	64	NC	41	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	84	346	36078	100	100	99	487	466	459	1	3	4	8	14	16	61	64	66	29	19	14
Students with Disabilities	12	69	10246	100	100	100	395	391	367	8	11	18	25	31	39	58	51	40	8	8	4
Students without Disabilities	117	444	68697	100	100	98	488	476	454	1	2	4	8	13	18	63	64	67	28	21	11
Limited English Proficient Students	NC	19	15339	NC	100	100	NC	334	399	NC	10	11	NC	20	31	NC	55	54	NC	15	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	129	512	39837	100	100	100	479	464	457	2	3	4	9	16	14	63	62	67	26	19	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	529	78906	100	100	99	508	533	498	4	5	13	12	9	19	55	44	48	28	42	20
All Students (Prior Year)	96	420	76019	100	100	100	534	524	499	3	7	14	20	27	39	21	14	14	55	52	33
Female	60	266	38644	100	100	99	526	543	500	0	2	12	10	7	19	57	46	49	33	45	19
Male	74	263	40236	99	100	99	493	523	497	7	8	15	14	11	19	54	42	46	25	39	20
African American	NC	25	4087	NC	100	99	NC	525	481	NC	5	20	NC	5	24	NC	62	45	NC	29	11
Hispanic	27	100	31938	100	100	99	523	529	481	4	7	19	0	5	25	73	50	46	23	39	10
Asian/Pacific Islander	NC	10	1805	NC	100	98	NC	544	536	NC	0	5	NC	20	8	NC	40	45	NC	40	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	95	391	36483	100	100	99	504	534	517	3	5	7	16	10	13	50	41	51	30	44	30
Students with Disabilities	21	75	10664	100	100	100	399	453	430	19	21	42	43	31	27	38	37	26	0	10	5
Students without Disabilities	113	454	68310	99	100	98	529	547	509	1	2	9	6	5	18	59	45	51	34	48	22
Limited English Proficient Students	NC	17	12573	NC	100	100	NC	381	454	NC	22	27	NC	22	30	NC	39	38	NC	17	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	134	529	40295	100	100	100	508	533	513	4	5	7	12	9	13	55	44	50	28	42	30

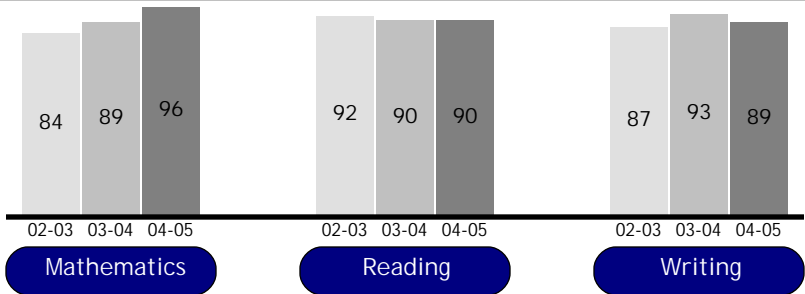
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	528	78908	100	0	99	492	504	484	4	4	10	17	13	23	67	67	58	12	16	9
All Students (Prior Year)	96	420	76020	100	100	100	514	511	503	4	10	25	20	23	23	59	50	40	17	17	12
Female	60	265	38648	100	0	99	514	515	489	0	2	8	10	10	22	74	71	61	16	18	10
Male	74	263	40233	99	0	99	474	493	479	7	6	12	22	17	25	61	63	55	10	14	8
African American	NC	25	4092	NC	0	99	NC	498	473	NC	5	12	NC	14	28	NC	67	54	NC	14	5
Hispanic	27	100	31940	100	0	99	504	497	465	0	3	16	27	17	32	62	68	49	12	11	3
Asian/Pacific Islander	NC	10	1805	NC	0	98	NC	509	507	NC	0	4	NC	20	13	NC	60	65	NC	20	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	95	390	36502	100	0	99	490	507	502	4	4	4	13	12	14	70	68	67	13	17	15
Students with Disabilities	21	75	10665	100	0	100	392	436	423	24	21	30	29	34	36	43	39	31	5	6	2
Students without Disabilities	113	453	68312	99	0	98	511	516	493	0	1	7	15	10	21	72	72	62	14	17	10
Limited English Proficient Students	NC	17	12556	NC	0	100	NC	357	436	NC	17	24	NC	33	40	NC	44	35	NC	6	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	134	528	40315	100	0	100	492	504	498	4	4	5	17	13	15	67	67	66	12	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	528	78750	100	100	99	509	517	500	4	4	6	20	19	29	73	74	63	3	3	2
All Students (Prior Year)	96	421	75673	100	100	100	561	545	530	2	6	12	21	23	25	72	68	58	4	3	4
Female	60	265	38586	100	100	99	543	542	515	0	2	4	9	10	22	84	83	71	7	5	3
Male	74	263	40135	99	100	99	481	491	486	7	7	8	29	28	35	64	64	56	0	1	1
African American	NC	25	4081	NC	100	99	NC	512	488	NC	5	8	NC	24	32	NC	71	59	NC	0	2
Hispanic	27	100	31841	100	100	99	540	515	483	0	5	8	8	16	36	81	75	55	12	5	1
Asian/Pacific Islander	NC	10	1802	NC	100	98	NC	531	533	NC	0	2	NC	10	16	NC	90	75	NC	0	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	95	390	36440	100	100	99	500	517	516	4	4	3	24	19	22	71	73	71	1	3	4
Students with Disabilities	21	75	10622	100	100	100	388	411	415	19	24	21	52	50	50	29	26	28	0	0	1
Students without Disabilities	113	453	68196	99	100	98	532	535	513	1	1	3	14	13	25	82	82	69	4	4	3
Limited English Proficient Students	NC	17	12504	NC	100	100	NC	356	451	NC	11	12	NC	44	44	NC	44	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	134	528	40260	100	100	100	509	517	514	4	4	3	20	19	21	73	74	72	3	3	4

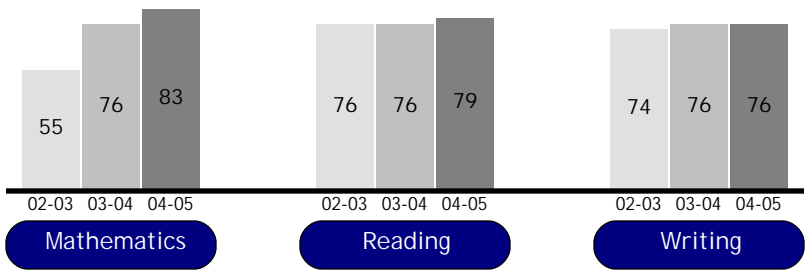
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	75	67	50	93	70	NA	58	100	62	59	47
	Language	100	70	60	43	98	61	60	50	100	68	60	47
	Mathematics	99	86	76	57	98	81	80	64	100	60	62	50
3	Reading	99	67	64	47	100	78	NA	55	100	64	58	44
	Language	98	71	67	54	100	82	71	61	100	63	55	44
	Mathematics	98	77	72	54	100	87	76	61	100	69	64	51
4	Reading	99	73	69	52	100	66	NA	56	100	68	62	48
	Language	99	66	61	48	100	59	59	52	100	67	60	49
	Mathematics	100	79	70	57	100	71	75	61	100	73	66	53
5	Reading	99	69	65	50	100	70	NA	55	98	58	61	50
	Language	100	63	58	46	100	62	59	49	98	61	61	50
	Mathematics	100	70	70	57	100	81	75	63	98	59	63	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Willow Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Approve Annual School Goals and Budget
- Ü Approve Discipline Procedures/Handbook
- Ü Approve Educational Enrichment Plans
- Ü Approve Field Trips/Fundraisers
- Ü Guide School Calendar/Master Schedule
- Ü Guide Parent Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	3.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	5	0	0
4 to 6 years	3	8	0	0
7 to 9 years	4	5	0	0
10 or more years	0	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü TV Studio
- Ü Multi Purpose Room

Extracurricular Activities

- Ü Peer Mediation
- Ü Band and Choir
- Ü Hands Across the Border
- Ü Algebra Club
- Ü Science Fair
- Ü Odyssey of the Mind
- Ü Wright Flight
- Ü Extended Learning Program

Social Services

- Ü Day Care
- Ü Behavioral Specialist
- Ü Tutoring
- Ü Breakfast/Lunch Programs
- Ü Intersession Courses
- Ü After School and Intersession Child Care
- Ü KIDCO Parks and Recreation Program
- Ü Preschool Program

Desert Willow Elementary School

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü North Central Association Accreditation, April 2000 to present, including meeting all national requirements involving staff certification and site goal achievement.
- ü Maintained high academic standards across the curriculum through attainment of all school goals. Goals included increased scores in Math, Reading, and Writing based on district assessment, as well as ongoing effective parent communication.
- ü Attainment of multiple model classrooms and model library status through Accelerated Reader's Reading Renaissance program.
- ü Successful school wide implementation of Learning for Life Character Education program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Rules & discipline procedures have been established for the protection of our students. Students are expected to adhere to these rules and to be respectful and responsible for their own actions. We value parent modeling & support of these procedures. All school interactions take place under the guidelines of the ACT statement: In the Vail schools we ACT. We Are Respectful and Trustworthy, We Care About Each Other and We Take Responsibility.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Deborah Frazelle	(520) 762-2304
Transportation Policy	Al Flores	(520) 762-2435
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Kim Jones	(520) 762-2300
Student Health/Nurse	Chris Conte	(520) 762-2270

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.